**Hands-on Activities in an online class**

1. **Plan ahead**
   Proper planning and organization will help activities go smoothly.

2. **Be very descriptive!**
   Some elements of activities like sights and smells are hard to relay virtually. More description will provide students with better direction.

3. **Provide visual instruction for the activity**
   by providing a video recording (either yourself or YouTube).

4. **Provide a step-by-step flowchart in the case videos are inaccessible or hard to prepare.**

**Accountability**

- Outline course schedule including due dates, expectations, and reduce adding assignments.
- Design assignments, exams, and quizzes to encourage student accountability.
- Provide channels of open communication and discussion boards.
- Provide opportunities for feedback and consider anonymous feedback.

**Reflection/Checkpoints**

1. **End-of-the-week reflections on class material**
   Weekly reflections on class material will aid in students’ ability to grasp the material better.

2. **Bonus point surveys to assess student opinion on personal learning**
   Bonus point surveys to assess student opinion on personal learning. To better understand overall feelings about the class and ability to learn.

3. **One-on-one student professor meetings**
   To maintain a positive relationship with students, and aid the faculties in learning more about their students.

4. **Check in with students regularly**
   Check in with students regularly. Ask them to share one word summarizing how they are doing today or how their semester is going.

**Student Sensitivity & Inclusivity**

1. **Avoid technology overload.**
   Try to stick with 2-3 platforms at most, e.g., Zoom, Canvas, and Kahoot.

2. **Focus on quality over quantity of assignments.**
   Avoid assignment overwhelm.

3. **Getting to know your students as people will boost morale and student engagement.**

**Technology promoting student engagement**

- **Presentation**
  - Canva
  - Prezi

- **Voice Dictation**
  - Google Voice Typing
  - Dictate with Office 365

- **Quizzes, games, questionnaires**
  - Kahoot
  - Moodle

- **Polls**
  - Poll Everywhere
  - Mentimeter
  - Google form

- **Zoom**
  - Breakout Rooms
  - Whiteboard

- **Other Technology**
  - Edmodo
  - TEDeD
  - Google Docs

**Student Engagement**

- Use activities and assignments that help build community.
- Employ student-centered practices so student input and interests influence lessons.
- Create opportunities for students to interact with each other and with you.

**QUOTE**

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."
- Albert Einstein

**Read MORE**

- The Importance of Building Community in Online Classes.
- Building Community and Creating Relevance in the Online Classroom.
- Ideas for Building an Online Community inside Higher Ed.
- Five Ways to Build Community in Online Classrooms - Faculty Focus | Higher Ed Teaching & Learning.
- How to Build Community in an Online Classroom.
PANDEMIC DYNAMIC

Building Positive Student-Teacher Dynamics in Hybrid and Online Education in a Global Crisis

Table of Contents:

- HANDS-ON ACTIVITIES IN ONLINE LEARNING
  PAGE 2-3
- ACCOUNTABILITY IN VIRTUAL LEARNING
  PAGE 3-5
- CLASS PERFORMANCE EVALUATION AND STUDENT CHECK-INS
  PAGE 6
- STUDENT SENSITIVITY AND INCLUSION
  PAGE 7-9
- ENGAGEMENT
  PAGE 9-13
- EDUCATIONAL TECHNOLOGY
  PAGE 13-15

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Hands Online: Successfully Integrating Hands-On Activities in Online Learning

One of the key challenges posed by the transition to online and hybrid learning is how to adapt hands-on activities to achieve learning outcomes. Here are some ideas to guide your thought process as you develop ways to incorporate hands-on activities in your online courses.

**Key concepts for hands-on activities in online education:**

1. **Plan Ahead and Stay Organized.**
   - **Choose activities wisely.** Be selective about what course components you want to translate into an at-home activity. Focus on those that (1) will translate reasonably well to an at-home setting, (2) do not require students to have special equipment (including printers) that they cannot easily obtain, and (3) achieve course goals better as a hands-on activity than any other modality.
   - **Materials and Equipment.** Think about how students will get the right materials. When possible, choose activities that can be completed using only the most basic household items. If students will need to acquire items, give ample notice. If the activity requires specialized equipment that students could take home and return, consider creating portable, *sanitizable* “kits” that students could check out from a campus location and then return in order to complete the activity at home.
   - **Define Your Goals.** Think clearly about the basic conceptual background of the hands-on activity and describe its meaningful implications. Clearly define what skills you want students to acquire by the end of the activity, e.g. instead of “I want students to learn lab techniques, think “I want students to be able to correctly use a micropipette”
   - **Do a test-run.** Before introducing a hands-on activity, be sure to run through it yourself. This will allow you to anticipate snags or points of confusion.
   - **Plan for delivery.** Plan how you will lead students through the activity. Synchronous or asynchronous? With a live demonstration, with a pre-recorded video, or written document? Whether you use a written or video-based platform to guide students, the protocol description should be active, organized and logically structured.
2. Make the activity’s procedure as clear and relatable as possible

Here are four possible ways to guide students through an at-home hands-on activity:

- Demonstrate live during a synchronous session, and upload the session recording.
- Give your students a detailed demonstration video, possibly with the help of a TA.
- When possible, avoid reinventing the wheel; you may be able to find already-made videos that suit your purposes available on the internet, depending on your activity’s goals.
- Make a clear, step-by-step flowchart of the hands-on activity, including images where appropriate, to visualize the protocol clearly.

3. Plan for alternative forms of hands-on activity delivery

It is exceptionally important to have some alternative plans, because if one form is not working or not accessible to a portion of the class, you can quickly substitute another modality. For instance, if the internet is not accessible or available to some students, or if the instructor finds it difficult to play the prepared video for some reason, then the flowchart form can be substituted. To make the alternative forms of hands-on activities, TAs can help the course instructor.

Click here to learn more about teaching science online: 8 Effective Practices for Teaching Science 100% Online

Cultivating Accountability in Virtual Learning

As Virginia Tech transitions to a hybrid and online model of learning in the context of the novel coronavirus pandemic, it is vital that we cultivate an atmosphere of mutual accountability between students and instructors. Listed here are select guidelines to help instructors stay organized through this transition and promote student accountability in their courses.

**Outline your course.** Be as clear and explicit as possible in your course structure and syllabus at the beginning. The greater students’ ability to anticipate their course responsibilities for the duration of the semester, the greater their ability to plan ahead and succeed. You can support your students by being as
Feedback
Creating regular opportunities for your students to provide constructive feedback will help you keep your finger on the pulse of the group. When students feel their feedback is received and incorporated into the course, their level of investment and engagement tends to increase.

• Give the students opportunities to give you feedback on how the course is going throughout the semester regarding learning style, understanding of the material, and how prepared they feel leading up to assessments.

• Ask:

  (1) what should I start doing that I am not currently doing?
  (2) What should I stop doing that is not working?
  (3) What should I continue doing that is working well?

Additional Reading Material
• On boosting motivation in virtual learning through quizzing
• Adapting to learning styles and visual presentations
• Comparing outcomes in closed-book vs. open-book, open-web exams

Feedback
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  (2) What should I stop doing that is not working?
  (3) What should I continue doing that is working well?

Communicate proactively. Being in regular contact with your class will not only contribute to student engagement, it will help keep your class on track with acquiring the material.

• Announce that assignments have gone live via email when they are posted to Canvas. Especially at the beginning of the semester, some students’ Canvas settings may be set such that they do not get notifications when assignments are posted.

• Early on in the semester, instruct students to check their Canvas settings to ensure notifications from Canvas also go directly to their email and calendars.

• Be sure that the due dates appear in the Canvas calendar to reduce students missing assignments.

• Use highly detailed rubrics to clearly communicate your expectations of students for each assignment.

• At the beginning of the semester, assign students to “Question Buddy” groups of 2-3. When they have a question, they should first reach out to their question buddies before emailing the instructor. This will help students feel comfortable reaching out to each other, facilitate student interaction and engagement on course material, and possibly reduce the amount of emails in the instructor’s inbox.

Consider Internet Connectivity Concerns. Some of your students will likely be unable to return to Virginia Tech, and will have less-reliable internet access; therefore, internet and attendance will likely become a complication, particularly for synchronous courses.

• Prompt students to communicate expected internet connectivity issues at the beginning of the semester.

• To reduce the impact of occasional missed assignments due to unexpected internet interruptions, build in extra credit assignments or only count a portion of the assignments. If at all possible, do not punish students for late work or absences associated with internet outages.

Accountability and Academic Honesty in Exams. Conducting exams that balance rigor with a sensitivity to the unusually stressful
conditions students face associated with the pandemic is a key challenge in a hybrid and online-learning setting. Additionally, academic honesty is an essential consideration in the delivery of online assessments. How can we prevent cheating in online exams other than with strict time limits. Here are some suggestions for promoting accountability and honesty in creating and delivering your examinations.

• Be as transparent as possible. Let students know early on what the exam/assessment format will be, and what material to focus on. Transparency of both coursework and the exam material is important in maintaining student motivation. Consider giving students a list of all questions that might be tested, and then choose a subset for the exam.

• Consider time limits and exam windows carefully. Stringent time limitations can greatly increase stress on students and reduce the quality of their work. If you designate an exam window, make the window wide enough to accommodate each of the time zones represented by students in your class. A student who must take an exam at odd hours due to studying in another time zone is at an unfair disadvantage.

• Use question styles that prompt original or subjective analysis of an issue. This practice can both reduce the incidence of cheating and demonstrate students’ application of learned material. Subjective questions increase engagement with the material and prevent students from being able to completely copy answers from the textbook.

• Consider using a group exam format. One possible format would have 50% of the test points come from a discussion or long answer question that is designed for a group of students to take in collaboration, while the other 50% is for a student to complete individually.

• Alternatively, prevent cheating by utilizing presentations or essay-style assessments in the place of a written exam.

• Provide a structured, simple way for students to contact you with questions during the exam window. Whereas in face-to-face instruction a student may simply raise their hand, this is impossible in an online exam setting. One possible remedy is to provide an exam-specific discussion board where students can post questions during a wider exam window. The instructor should

Check-ins on Course Material

Especially in an online sphere, it is important to check up on your students’ comprehension of the course material at regular intervals. A student who feels lost will quickly lose the motivation to persist with online lessons.

• You may find that students need extra enrichment on material in the context of online/hybrid learning. Consider scheduling several mini-review sessions throughout the course of the semester.

• Give brief end-of-the-week or every-other-week surveys which prompt students to reflect on course material. Ask (1) what feels most clear from this week? (2) what feels most confusing from this week? (3) What is one question you still have? Then follow up either individually or in class. Consider making each each survey worth an extra credit point or two.

• Give occasional bonus-point surveys prompting students to reflect on their personal learning habits, and encourage them to be proactive in seeking assistance.
monitor it closely to provide timely responses. It is up to you whether other students may also respond (not with answers, but with general concepts or pointers). This format benefits students by creating an open forum to work through misunderstandings and benefits professors by reducing frequent and repetitive questions that are often communicated by email.

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### Class Performance Evaluation and Student Check-Ins

1. **Weekly reflections on class material**
   - End-of-the-week reflections will aid in students’ ability to grasp the material better.

2. **Bonus point surveys to assess student opinion on personal learning**
   - To better understand overall feelings about the class and ability to learn.

3. **One-on-one student-professor meetings**
   - To maintain a positive relationship with students, and aid the faculties in learning more about their students.

4. **Check in with students regularly**
   - Ask them to share one word summarizing how they are doing today or how their semester is going.

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### Accountability and Academic Honesty in Exam

Providing a regular and structured system by which you solicit feedback from your students will pay dividends not only in their engagement in your course, but also in your ability to monitor their acquisition of the material.

### Check-ins with Students

In addition to checking your students’ acquisition of course material, keeping open channels of communication will help them feel more comfortable asking questions and expressing concerns.

In order to better understand how students are learning from this new platform, check in with students monthly about their home situation, internet connectivity, and other possible barriers to their success in your course. Ask about their overall feelings about the class and their ability to learn from the online course structure. You could do this by sending out a survey; students are unlikely to volunteer this information to the entire group while in class.

Consider scheduling one or two brief, informal meetings with students, either one-on-one or in small groups early in the semester in order to build and maintain a positive relationship. This practice will open a channel for students to discuss any concerns they have, and help them get to know you and one another. This will not only help you learn more about your students, but also allow students to feel more comfortable communicating with you and asking questions more often.
As we all navigate through this difficult time, it is important to remember that many aspects of your life and your students’ lives may have been upended, which will have ripple effects on how they engage with their university commitments. As an instructor, you can make your course more accessible to your students with just a little awareness and a few modifications. In return, you will likely find your students to be better able to participate and more invested in your course -- a positive outcome that benefits everyone. Here are some things to consider when designing your course delivery in the context of a global emergency.

**Time Zones.** Your students, once together in a classroom, may now be dispersed around the globe. In addition to the complications that come with not living on campus / in their country of study, students will have to navigate challenges associated with being in a different time zone. Here are some guidelines for adapting to a globally dispersed class roster.

- Unless absolutely necessary, refrain from requiring synchronous attendance for a portion of the course grade. You may have some students who would have to wake up at 3am to do so. If synchronous sessions are key to the success of your course, be as flexible as possible with your distanced students’ attendance.

- Make all instructional materials available online, including lecture recordings as well as assignments. Be as prompt as possible when uploading class recordings.

- If you have time-sensitive assignments, such as a time window in which students may take an exam online, choose a window that accommodates all the time zones represented in your class.

**Supporting Students with Disabilities**

Virginia Tech is committed to welcoming students with disabilities into its educational programs, and it is our responsibility to promote a culture of inclusion as we transition into a hybrid and online education model. In the context of the pandemic, people with disabilities may experience a heightened level of difficulty in accessing educational materials and coursework. As an instructor, you can take steps to make your course accessible and welcoming for each of your students. Here are some steps you can take.

First and foremost, let all of your students know you are here to help by including a section about Services for Students with Disabilities (SSD) in your syllabus. An example section can be found [here](#).

Students with disabilities who are entitled to the note-taker accommodation may find it more difficult to get the assistance they need while studying at home. Please work with your students to help facilitate this accommodation as your courses transition to a new format. Learn more about the [note-taker accommodation and your responsibilities here](#).

One common and easy accommodation is to provide closed captioning on all your course materials. You can learn more about captioning [here](#) and get more captioning resources [here](#).
**Internet Connectivity.** Some students may not have reliable internet connections, which may impact their ability to get online at particular times -- such as for synchronous sessions, or timed exams.

- Do not impose penalties for missing a synchronous session due to a faulty internet connection.
- Rather than using synchronous attendance for participation points, consider using something else, such as a discussion board post submitted within a wider time window and which is less vulnerable to internet outages.
- Exam browsers may submit a student’s work prematurely if the internet connection is faulty. Be understanding if this happens.

**Home Life Considerations.** The global pandemic has upended many of the normal life routines that people have become accustomed to. Your students may now be living in quite a different home life environment than when they began school. They may be responsible for childcare, especially due to the coronavirus impact on schools, which may impact their ability to attend lectures at particular times. They may be caring for other loved ones. They may be essential workers. They may have had to pick up another job to make ends meet.

- Unless it is critical for the success of your course, do not require synchronous participation for a portion of the course grade.
- If you need to have synchronous participation, be flexible and understanding with students who have home life responsibilities.
- At the beginning of the course, encourage students to reach out to let you know if they have a consistent scheduling concern re: synchronous attendance.
Get to Know Your Class. Invest in getting to know your class, so that you can be better equipped to set them up for success in your course. Consider sending out a survey at the beginning of the course asking students to share any concerns they have about their ability to access the course. You could ask:

1. What time zone are you in? Do you anticipate difficulty in tuning in for synchronous sessions?
2. Is your internet connection reliable?
3. Are there any other circumstances in your life that might affect your ability to engage in my course / attend at the appointed times?
4. Why are you in the class? (Encourage candid answers. This can help you to learn about where they are coming from/what their interests and semester/degree obligations are, which helps inform your lesson planning.)
5. What do you hope to learn in the class? Throughout the semester, refer back to what the students said, and incorporate as much of their ideas as you can into that semester's lessons (within your course objectives), so that the lessons reflect students' interests.

Student Engagement

Teaching and learning online and in a hybrid setting are different than face-to-face instruction; there's just no way around it. Many faculty may feel discouraged or overwhelmed about finding ways to connect with their students and promote student engagement in their courses. Here are a few ways to encourage engagement & interactivity in your classes while promoting group camaraderie.

Before Class

• **Introduce Yourself.** Make an introduction video or post to send the class. Make it friendly, personal, and even humorous – this will jumpstart the class’ sense of connection to you and your course.
• **Student Introductions.** Have students introduce themselves to you and one another. You could have them post short videos (no tech necessary, shot on their phone) of themselves responding to just a few intro/icebreaker questions, and sharing their favorite dessert / their pet / something personal and low-stakes.

• **Questions Before Class.** Open your Zoom class 10-15 minutes ahead of class to create a space for students to ask questions and clarify material from the previous class. Let your students know in advance that you will be doing this so they can plan to log on early. This will also help you build rapport with the students more informally before the lecture begins.

• **Video Sensitivity.** Allow students to decide if they want to use their video cameras during a Zoom class. Some students may feel uncomfortable showing their spaces to you and the rest of the class. You could also encourage students to make a custom zoom background for themselves featuring fun things that represent their interests – maybe even for an extra credit point.

• **Keep it simple!** Avoid overwhelming students with “too much technology.” This will keep it less stressful for you and the students.

**During Class**

• **Help Students Understand You.** Think about how much background noise your microphone picks up on. If you are going to have Zoom classes, and your microphone picks up on the noises of the street outside, that can be an issue for a student who may not have the internet connectivity to hear you clearly to begin with. Consider getting a headset with a microphone to minimize disruption to your class delivery.

  • If you use videos, get a transcript or use captioning so that students can read along if they need to. Including a brief description of the video would be helpful.

  • If you need more accurate captioning than Canvas offers, see this link: [https://www.assist.vt.edu/services/captioning.html](https://www.assist.vt.edu/services/captioning.html)

  • It is free captioning to faculty, teaching assistants, and staff, and the university pays by the minute for the captioning, so please use this resource wisely.

• **Facilitate Engagement with Breakout Groups.** If using Zoom, structure some time for breakout groups that let students talk among themselves to discuss a topic. Zoom allows the meeting host to pop in to each group to help facilitate the class.

  • Breakout rooms may be difficult with large class sizes. If you teach synchronously, consider breaking your class into smaller groups by day of the week in order to achieve a workable
group size for breakout rooms. (e.g. One third of the class logs in synchronously on Mondays, and views recorded lectures Wednesday and Friday; another third are synchronous on Wednesdays, and the final third are synchronous on Fridays).

- **Promote Question-Asking.** Decide explicitly how you would like students to ask questions, and communicate your expectations. Students are unlikely to ask questions spontaneously in Zoom, because raised hands are difficult to see and they will be hesitant to interrupt you verbally. You could:
  - Tell students to type questions into the chat at any point in the lesson. You can check the chat periodically throughout, or at the end of the lesson for questions.
  - Have students use the “raise hand” reaction in Zoom, which will put a yellow hand icon next to their video thumbnail. If you choose to do this, you’ll need to be on the lookout for those reactions while teaching.
  - Insert dedicated “Questions?” slides into your visual teaching aids to carve out intentional time for Q&A (rather than just saying “any questions? No? *crickets* Ok, moving on….”)

- **Be flexible.** Avoid becoming too stuck to your lesson plan. If possible, allow the class to flow in the direction of the students’ interests/questions. Students will be more interested in engaging if they feel that their interests are shaping the lesson's direction.

- **Have fun.** Have a “pet day” -- where students can show off their pets in the first/last few minutes of class. Ideas like these will help students look forward to coming to class.

**After Class**

- **After-Class “Hallway Chat”.** Informal after-class conversations are important for students to build camaraderie with their classmates, which in turn promotes attendance and engagement. Rather than ending a zoom session for all participants immediately when class is over, consider leaving the zoom meeting open after you leave (you can do this by assigning a new host). This will help provide a conversational space similar to the after-class hallway-chat, which your students will appreciate. Again, let them know in advance that you plan to do this, so they can look forward to chatting together.

**Cultivating Class Discussion.** Every educator has experienced the unfortunate “Any questions? Who has thoughts?” followed by crickets. Facilitating strong class engagement and discussion will be a particular challenge in online and hybrid education. Here are some ways you can keep students engaged in your course and in dialogue with one another as the semester progresses.

**Use Discussion Boards Wisely**

- Discussion boards are easy to create in Canvas, and can be general or associated with a particular assignment. You can set the topic for each one. Within Canvas, there are regular discussion boards,
as well as Piazza discussion boards. Piazza can often facilitate more interactive engagement. Experiment with both to see which kind will work best with your course.

• Avoid assigning discussion board posts as a simple reading comprehension (“did they do the reading”) check. This will quickly become onerous for your students and uninspiring for you to grade.

• Instead, ask students to synthesize their own original analysis or about an issue, or post a question or clarification they had. Use prompts that ask students to share their thoughts on the material or a novel related idea, rather than asking them to parrot back facts or your own lecture material to you.

• You can use discussion boards as a way to further a conversation or topic begun in class. Assign students to groups online to generate novel follow-up questions or ideas based on the last class discussion.

• You can also use a discussion board to prime the pump for your next class conversation. Have students post a novel idea or question based on a reading, and respond to someone else’s post before class to get the juices flowing.

• If you provide prompts, ask several questions and allow students to choose which they wish to answer (e.g. “Answer two of the four questions in the prompt below”). This allows students to answer the questions they are more interested in, so they may bring more enthusiasm to the discussion.

• If using Canvas for discussion, break a large class into smaller groups for discussions, and keep students in those groups so that they get to know each other. This can allow them to make friends with those in their group, and talk with them via the discussion board all semester (or a portion of the semester, depending on how long you assign the discussions).

• Make a discussion board for each major assignment, where students can post their questions and receive responses from the instructor as well as their peers. This will minimize the amount of emails you receive with the same question from different students. You could even award participation points or extra credit for well-written replies to a fellow student’s question.

• **Readings and Assignments.** Your students studying at home in the context of a global crisis are more likely to experience overwhelm. When students become overwhelmed, they may be less likely to engage in your course, may attend class less often, may turn in assignments late more frequently, and will experience greater amounts of stress. Here are some ways you can simultaneously support your students and hone your course.

  • Choose times to allow students to take more ownership of lessons by giving them assignments that encourage them to help shape and build the class. For example, allow students to submit materials, such as articles, to use for a topic’s discussion.

  • Be discerning in the work you assign. Consider each reading and assignment on your syllabus on the basis of its contribution to your course. Does each contribute significantly to a student’s learning or skill acquisition? Do some serve primarily to give them something to do and have another grade on the books? Avoid overwhelm by prioritizing the most impactful assignments...
and excising those that don’t pull their weight on your syllabus. Rigor is not determined by how much work your students have to get through, but by the quality of the assignments.

• Allow students room for creativity in how they respond to an assignment. For instance, students could submit either written work, or a short video, or podcast-style audio recording in response to an assignment or discussion question. Be sure to have a detailed universal rubric so that students know what ground they must cover regardless of response format, and so that grading is uncomplicated for you.

When all else fails, be positive. If the lesson does not go perfectly, a positive attitude can show the students that you are approachable, understanding, and supportive. We are all finding our way through this challenging time together. If you are gracious, understanding, and supportive of your students, they will respond with their best effort in your course.

See this page for basics of how to make your class more accessible: https://ssd.vt.edu/faculty_departments.html

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### Educational Technology

Here is a buffet of educational technology for you to sample. Listed here is a small sampling of what is out there; this is intended as a simplified way for you to think about ways that you might use particular technologies to enrich your course experience, or enable a particular type of experience that would otherwise be difficult to deliver in an online setting.

Students have expressed that they experienced an overwhelming technology overload with courses which used more than two or three platforms. We recommend sticking with a maximum of two or three (including Zoom and Canvas) to avoid tech overload.
Polls

1. **Mentimeter**: an interactive presentation software. Students use their smartphones to connect to the presentation where they can answer questions. Visualize their responses in real-time to create a fun and interactive class.
   - Can be used on Zoom via screen sharing
   - Encourages participation and allows everyone to ask questions, even quieter students who may not normally speak up verbally.
   - Read how one professor uses Mentimeter in their courses here

2. **Poll Everywhere**: an online service that allows teachers to ask their students a question. The students answer the question using their mobile phones, Twitter, or web browsers. Both the question and the students’s responses are displayed live in Keynote, PowerPoint, and/or on the web.
   - Use to engage students during live lectures
   - Get instant feedback from students - self-assessments, icebreakers, etc
   - A guide on presenting Poll Everywhere activities in Zoom can be found here.

3. **Google Forms**: another survey platform like Mentimeter or Poll Everywhere. A free, easy, accessible way to create surveys, exit tickets, assessments, questionnaires, and more.
   - All services with Google Forms are free, whereas some features of Poll Everywhere and Mentimeter require a paid subscription.
   - See how one professor changed their business statistics class using Google Forms

Presentation

1. **Prezi**: presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint.
   - Can be more visually appealing than other slide making software
   - According to this double-blind study, Prezi was more organized, engaging, persuasive, and effective than PowerPoint.

2. **Canva**: an alternative platform for creating projects such as presentations, infographics, posters, and schedules. Canva for Education is offered to educators for free

Voice Dictation

1. **Google Voice Typing**: type and edit by speaking in Google Docs or Google Slides speaker notes
• This could be used as an easy way to provide typed lecture notes for students when using pre-recorded lectures

2. Dictate with Office 365: same as Google Voice Typing, except can be used with Microsoft Word, PowerPoint, or OneNote

Zoom

1. Zoom Breakout Rooms: break students into smaller groups in a Zoom session. Zoom can randomly assign students, or you can assign students yourself in up to 50 separate rooms.
   • Use to promote small group discussions
   • Tips on how to use Breakout rooms can be found here.

2. Zoom Whiteboard: allows you to share a whiteboard that you and other participants can annotate on.
   • Find tips on how to use Whiteboard here.

Other Technology

1. Edmodo: share content, distribute quizzes, assignments, and manage communication with students

   • Can be used on Zoom via screen sharing
   • Students can create and share their own Kahoots
   • Read how one professor redesigned a course using Kahoot here

3. TEDEd: library of 5-min-animated videos organized by age/subjects. Instructors can choose a lesson topic, and find a suitable video in the library.
   • Use as supplementary material to lectures
   • Helps to jumpstart discussions and learning

See how one English professor uses TEDEd and TED Talks in her classroom

4. Google Docs: Google’s version of a word processor.
   • Use for crowdsourcing notes for the entire class.
   • Tips on how you can use crowdsourcing for class notes can be found here